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ABSTRACT

This statement of educational objectives was produced during the 1972-73 school year by the cooperative efforts of the teaching staff of the Hanover School System, Hanover, Massachusetts. The objectives were formulated by teachers working as a total group and in 13 committees: Health, Business, Music, Vocational Education, Reading, Mathematics, Science, English, Library, Social Studies, Art, Foreign Languages, and Physical Education. The objectives are categorized and stated on two levels. First Level Objectives are broad statements of expected or desired outcomes and provide an orientation as well as a philosophical guide to the main emphasis of the total educational program. Second Level Objectives are more immediately obtainable than First Level Objectives, and are statements of roads to travel rather than terminal points. These objectives are arranged according to the specific subject matter areas. Third Level Objectives (behavioral objectives), which state expected student behavior in measurable terms, are not included in this publication. (JR)

HANOVER SCHOOL SYSTEM

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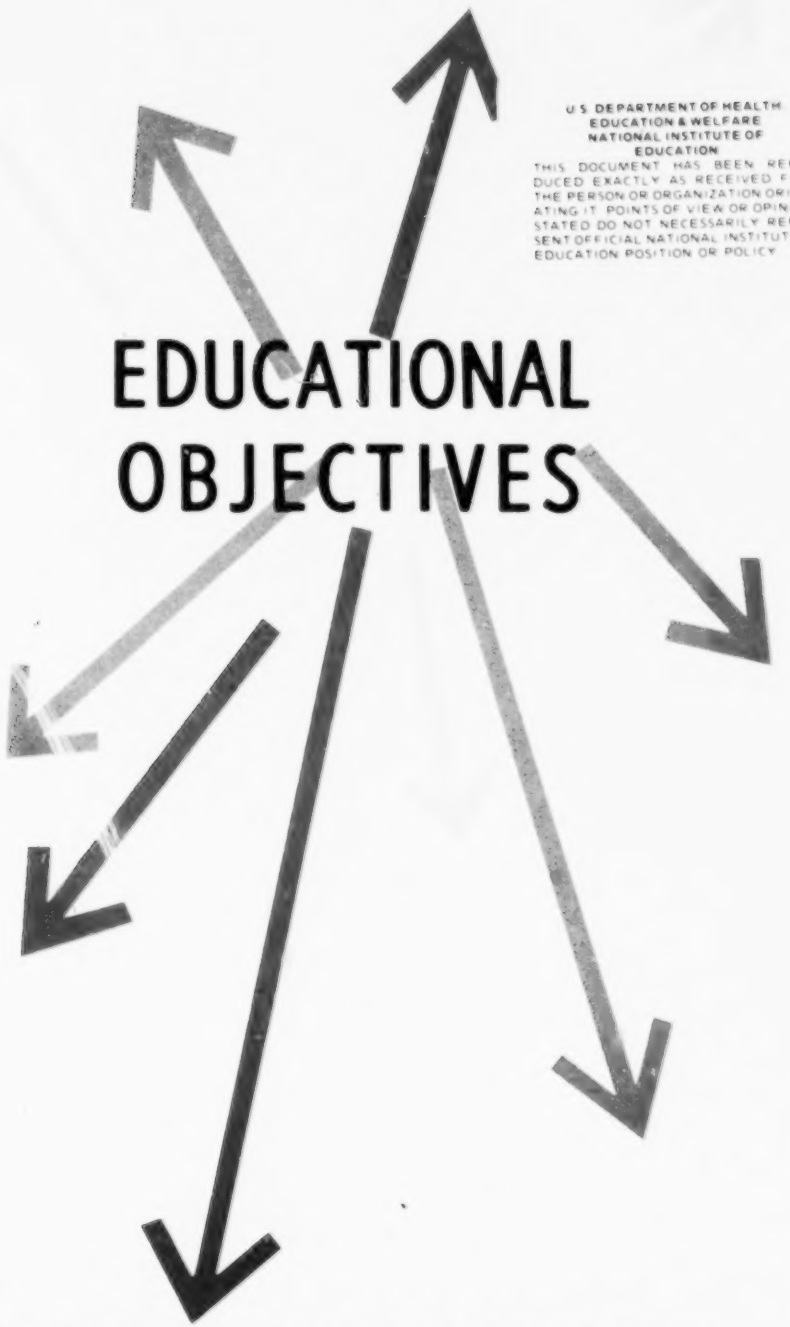

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HANOVER, MASSACHUSETTS

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HANOVER PUBLIC SCHOOLS

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May 1, 1973

Dear Friends:

These Educational Objectives mark a milestone on the road toward quality education in Hanover. They represent a point of departure in our local educational plan from which we can build a truly integrated curriculum. In this curriculum each course and activity will be an essential part of a meaningful whole. The First Level Objectives, so essential in the process of education, provide us with unchanging ideals to which the citizens, students and faculty can look whenever new ideas and trends are suggested. The Second Level Objectives, in increasing levels of detail, give firm direction as well as order and sequence to school activity much as fair and constant winds head ships toward a known port.

This publication is a high point in our three year study. Every faculty member gave much time to this project – the steering committee gave even more hours to complete this publication – they all deserve our thanks. I would like to give our special thanks to the co-chairmen, Dr. William Peruzzi and Mr. William Jolly, both for their skill and perseverance. Their leadership has given to all of us a sense of accomplishment and rededication toward improving education, in Hanover. It is my hope that the publication of these Educational Objectives, really the product of the entire faculty, receive widespread use as we continually strive to make quality education in Hanover of increasing value to every citizen.

Sincerely,

Robert P. Fox
Superintendent of School.

F:d

INTRODUCTION

The production of First and Second Level Objectives was a major system-wide project for the Hanover teachers during the 1972-1973 school year. Teachers met as a total group and in thirteen committees – Health, Business, Music, Vocational Education, Reading, Mathematics, Science, English, Library, Social Studies, Art, Foreign Languages, and Physical Education – to write the objectives.

The school committee authorized release time for the project including one full release day in September 1972 and also one afternoon per month, September through December. Volunteer teachers and administrators met periodically after school as members of a steering committee to plan, evaluate, and re-write the work done by the different committees. A small group of interested citizens attended one or more in-service meetings and reacted to what had been done at that point in time.

First, second, and third level objectives are defined as follows:*

First Level Objectives

These objectives are broad statements of expected or desired outcomes. They provide an orientation and a philosophical guide to the main emphasis of the total educational program.

Second Level Objectives

Second level objectives are more immediately attainable than first level objects, but more long range than third level objectives. They are statements of roads to travel rather than terminal points. They require developmental treatment in that they should be formulated and viewed so that statements on successive levels reveal accumulative additions to basic behaviors.

Third Level Objectives* (behavioral objectives)

These objectives are statements of student behavior which express specifically in measurable terms attitudes to be developed or skills to be demonstrated as a result of a prescribed treatment, method, or mode of instruction.

The project was undertaken as an attempt to define what is meant by "educating youth" in the Town of Hanover. A philosophy of education in Hanover may be inferred from the first level objectives, and an operational definition of a thirteen year Hanover education is presented through the combination of first and second level objectives which have been produced.

Several excellent curricula were written in Hanover during past summers and produced third level objectives for the teaching of English and social studies, grades 7-12. This work was done without the benefit of written first and second level objectives to insure an articulation of efforts. Now that written First and Second Level Objectives exist, as evidenced by this document, the chairmen of the various committees express an expectation that Hanover curriculum writing groups will use the objectives in an attempt to meld the curricula into one continuous operation showing horizontal and vertical articulation.

There was total staff involvement in the production of First and Second Level Objectives for many reasons. Since each teacher in the system is expected to teach toward the now

*Taba, Hilda Curriculum Development, Harcourt, Brace & World, 1962

*Third level objectives are beyond the scope of this project and will be produced by other groups at other times.

formalized objectives, each teacher was given the opportunity to influence decisions on what they should be. Additional reasons for total staff involvement included: (1) the belief that the greater the number of people generating ideas, the greater the number of alternatives that would be explored; (2) the belief that teachers from different levels associating with each other to work on a common task is an important end in itself; and (3) the belief that direct involvement by teachers in the producing of objectives builds a commitment to the attainment of those objectives.

The planning committee was composed of the following individuals:

NAME	COMMITTEE	SCHOOL
Constance McNeil	Business Education	High School
Helen Burgess	Vocational Education	High School
Henry Straffin	Vocational Education	High School
Barbara Fishwick	Reading	High School
Robert Condon	Mathematics	High School
Elaine Leadbetter	English	High School
Robert Wolfe	Social Studies	High School
Naomi Robinson	Art	High School
Liliane Peters	Foreign Language	High School
Michael Arenstam	Administrative	High School
Edward Doherty	Administrative	High School
Frederick Doll	Health	Junior High
Michael Freeland	Science	Junior High
Rosemary Mee	English	Junior High
Karen LaSalle	Social Studies	Junior High
William Bell	Art	Junior High
William Peruzzi	Administrative	Junior High
Mark Wolbarst	Music	Sylvester School
Tylor Wooster	Mathematics	Sylvester School
Elisabeth Jancaitis	Physical Education	Sylvester School
Grace Griffiths	Health	Center School
Lynne Nivica	Reading	Cedar School
Anne Sayles	Library	Cedar School
Margaret Burns	Administrative	Cedar School
William Jolly	Administrative	Cedar School

The sub-committee for the synthesis of First Level Objectives included:

NAME	TITLE	SCHOOL
Michael Arenstam	Social Studies Dept. Chairman	High School
Margaret Burns	Principal	Cedar School
William Chouinard	School Committee	
Edward Doherty	Assistant Principal	High School
Richard Erickson	Principal	Center School
Thomas Nee	Assistant Principal	Junior High School
Philip O'Neil	Principal	Junior High School
William Sides	Principal	Sylvester School
Walter Sweeney	Principal	Salmond School
Donald Virtue	Principal	High School

The sub-committee for the rewriting of the First and Second Level Objectives included:

NAME	COMMITTEE	SCHOOL
Elaine Leadbetter	English	High School
Robert Wolfe	Social Studies	High School
Liliane Peters	Foreign Language	High School
Edward Doherty	Administrative	High School
Frederick Doll	Health	Junior High
Michael Freeland	Science	Junior High
William Peruzzi	Administrative	Junior High
Tylor Wooster	Mathematics	Sylvester School
Elisabeth Jancaitis	Physical Education	Sylvester School
Lynne Nivica	Reading	Cedar School
Anne Sayles	Library	Cedar School
Margaret Burns	Administrative	Cedar School
William Jolly	Administrative	Cedar School

The sub-committee for the rewriting of the Second Level Objectives to final form included:

NAME	COMMITTEE	SCHOOL
Barbara Fishwick	Reading	High School
Robert Condon	Mathematics	High School
Melanie Drozdowski	Mathematics	High School
Elaine Leadbetter	English	High School
Winifred Webb	English	High School
Michael Arenstam	Social Studies	High School
Robert Wolfe	Social Studies	High School
Percy Van Dyke	Art	High School
Michael Freeland	Science	Junior High
Ruth Montgomery	Mathematics	Junior High
William Brooks, III	Mathematics	Junior High
Cheryl Smith	Mathematics	Junior High
William Peruzzi	Administrative	Junior High
Deborah Hodges	Reading	Sylvester School
William Jolly	Administrative	Cedar School
Joseph DeMartino	Health	System-Wide

This document has been divided into two related but distinct sections.

Section One provides the curriculum writer with an accessible list of second level objectives arranged according to subject matter areas. This section starts with a listing of the seven First Level Objectives for the system followed by a listing of the Second Level Objectives formulated by each of the thirteen subject matter committees. Second Level Objectives are grouped under their appropriate First Level Objective and are separated within subject matter groups according to where they are first encountered by the student – elementary, junior high school, or senior high school.

In Section Two, the Second Level Objectives are shown separated only according to the appropriate First Level Objective under which they have been grouped. Here Second

Level Objectives are purposely not labeled according to subject matter area to encourage curriculum writers to break down barriers at the artificial boundaries of subject matter areas through the adoption of similar broad objectives.

The Second Level Objectives in Section Two have been roughly arranged under First Level Objectives so that the Second Level Objectives range successively from the simple to the complex*.

Those Second Level Objectives which have been drawn from the collation of objectives produced by the Center for the Study of Evaluation at the University of California (hereafter referred to as CES) have been credited through footnotes.

The chairmen for the project thank each member who participated and commend those who donated their personal time and/or contributed constructive criticism permitting on-going evaluation and redirection for the project.

***Bloom, Benjamin, et al, Taxonomy of Educational Objectives, McKay Co., 1956.**

SECTION ONE

FIRST LEVEL OBJECTIVES

These First Level Objectives for the Hanover School System provide an orientation and philosophical guide to the emphases of the student's thirteen year educational program. They represent optimum goals for each student according to his ability.

I. *The student will communicate effectively.*
II. *The student will appreciate the endeavors and achievements of mankind in its continuing development.*
III. *The student will identify and will nurture his aesthetic sense.*
IV. *The student will have a sense of inquiry about and a better understanding of his environment and of the universe.*
V. *The student will be both a responsible individual and a constructive member of society.*
VI. *The student will develop a positive self-image.*
VII. *The student will have an education which will provide him avenues toward self-actualization.*

SECOND LEVEL OBJECTIVES

These Second Level Objectives are arranged according to subject matter areas. They are more specific and more immediately attainable than the First Level Objectives under which they are grouped, although they are less specific than Third Level Objectives. Each Second Level Objective represents a statement of a road to travel toward attainment of an appropriate first level objective.

READING

The reading objectives are exclusively keyed to the elementary level. They will be developed according to individual needs at the junior and senior high school levels.

I. The student will communicate effectively.

The student will be able to . . .

A. . . . use oral language as the primary mode of communication.
B. . . . receive and express intelligently ideas and feelings.
C. . . . demonstrate a readiness for each step in his communication development.
D. . . . demonstrate the work attack skills necessary for reading.
E. . . . derive meaning from the printed page.
F. . . . demonstrate his speaking and reading vocabulary.
G. . . . read orally with expression.
H. . . . follow oral and written directions.
I. . . . demonstrate the skills necessary for written expression.
J. . . . understand the interrelationship between skills and language arts.
K. . . . use locational skills, ie; table of contents, index, etc.
L. . . . read according to the different disciplines.

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

A. . . . read widely in current periodicals.
B. . . . evaluate news that he sees and hears.
C. . . . recognize other people's feelings, opinions, and ideas through reading and

communication

D. . . . appreciate the evolution of styles of writing.
E. . . . understand the etymology of his language.
F. . . . experience life vicariously through literature and other media.

III. The student will identify and will nurture his aesthetic sense.

The student will be able to . . .

A. . . . express himself creatively.
B. . . . find inspiration for creativity through reading.
C. . . . foster and develop his aesthetic sense through experiences and activities based on his own special interests and needs.
D. . . . read for different purposes including pleasure.
E. . . . appreciate different forms of oral and written language.

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

The student will be able to . . .

A. . . . think and act for himself.
B. . . . realize how world literature has and can effect change.
C. . . . realize the individual's power through written expression to affect change.
D. . . . appreciate that not only are we effected by our environment but also we in turn can affect that environment.
E. . . . demonstrate an informed awareness gained through current literature.

V. The student will be both a responsible individual and a constructive member of society.

The student will be able to . . .

A. . . . set his own goals and directions.
B. . . . efficiently plan the use of his time.
C. . . . participate in group activities working toward a common goal.

VI. The student will develop a positive self-image.

The student will be able to . . .

A. . . . be a worthwhile contributor to the group.
B. . . . recognize and build on his strengths and recognize and work to improve his weaknesses.
C. . . . feel comfortable with his limitations yet view them realistically.
D. . . . recognize that one has changing roles within a group.
E. . . . realize that one's attitude may have an effect upon others.
F. . . . realize that he must form his own goals based upon self-motivation (and this often takes courage).

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

A. . . . realize that living is learning.
B. . . . take advantage of available resources beyond high school.
C. . . . recognize the library as a source for fulfillment.
D. . . . see himself in historical perspective.
E. . . . continue to accumulate knowledge and expand his education in these areas: occupation, organizations, hobbies, family.

ENGLISH

I. The student will communicate effectively.

The student will be able to . . .

All Levels

A. . . . think logically and sensitively.
B. . . . listen actively.
C. . . . speak fluently.
D. . . . read discerningly.
E. . . . write clearly.

Elementary

F. . . . build vocabulary and use it in all communicative skills.
G. . . . discover main ideas and the details that support them.

Junior High School

H. . . . organize ideas in clear sentences and paragraphs.
I. . . . investigate the nuances of language.

High School

J. . . . organize ideas in research, critical and informative papers.
K. . . . investigate deeply the use of language – symbol, connotation, allusions, etc.

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

All Levels

A. . . . through reading, broaden his knowledge of people of the past.
B. . . . show awareness of his own and of other cultures.
C. . . . through performance – speech, drama, writing – show empathy with the peoples of the world, past and present.

Elementary

D. . . . show enthusiasm for exploration, principally through reading and simple research.

Junior High School

E. . . . explore his American language heritage through poetry and prose.
F. . . . show awareness of the contribution of language to civilization.
G. . . . practice the order of language through grammar.

High School

H. . . . investigate the contribution of the many novelists, poets, and dramatists of other lands.
I. . . . investigate the modern trends in the continuing contribution of language to civilization.

III. The student will identify and will nurture his aesthetic sense.

The student will be able to . . .

All Levels

A. . . . create in prose.
B. . . . create in poetry.

C. . . . study, discuss and analyze the intent of writers.

Elementary

D. . . . respond to and use vivid verbs and nouns in orderly arrangements – sentences, rhymes, etc.

Junior High School

E. . . . explore and respond to the use of simple figurative language in prose and poetry.

F. . . . express himself in a variety of paragraphs – narrative, expository, descriptive, persuasive.

High School

G. . . . explore and use more sophisticated figures of speech.

H. . . . consider the anatomy of prose and poetry – rhyme scheme, cadence, diction.

I. . . . explore thematic material in all forms of literature.

J. . . . respond to style.

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

The student will be able to . . .

All Levels

A. . . . contemplate and communicate why a story, a novel, an essay, a history was written.

B. . . . investigate through the many forms of literature the historical background that created the work.

C. . . . weigh and evaluate information.

D. . . . use reference materials.

V. The student will be both a responsible individual and a constructive member of society.

The student will be able to . . .

All Levels

A. . . . organize his thoughts

B. . . . express his own ideas.

C. . . . complete meaningful assignments.

VI. The student will develop a positive self-image.

The student will be able to . . .

All Levels

. . . through reading, writing, and listening identify himself as an important part of mankind.

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

All Levels

A. . . . call upon variety of reading experiences to aid his identification with his role in life.

B. . . . investigate through reading, creative writing, and observation ideas that are worthwhile to him.

LIBRARY

I. The student will communicate effectively.

The student will be able to . . .

All Levels

A. . . . use a variety of media.

Elementary

B. . . . demonstrate listening and viewing skills

C. . . . recognize different genres.

D. . . . demonstrate the primary library skills.

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

All Levels

A. . . . appreciate literature.

Junior High School

B. . . . recognize the library as a center point for interdisciplinary programs.

III. The student will identify and will nurture his aesthetic sense.

The student will be able to . . .

All Levels

. . . enjoy reading.

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

The student will be able to . . .

All Levels

A. . . . benefit from curricula experiences that are supplemented and enriched by resources of the library.

Junior High School

B. . . . use the library as a support for individualized learning and independent study projects.

High School

C. . . . demonstrate proper library research methods

V. The student will be both a responsible individual and a constructive member of society.

The student will be able to . . .

All Levels

. . . demonstrate responsible behavior.

VI. The student will develop a positive self-image.

The student will be able to . . .

Junior High School

. . . produce media materials for his own use.

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able . . .

All Levels

A. . . . recognize the librarian as a resource person.
B. . . . enjoy the use of the library.

High School

C. . . . develop full independence in the use of media.

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FOREIGN LANGUAGE

All Foreign Language Objectives are keyed to the junior-senior high school level.

I. The student will communicate effectively.

The student will be able to . . .

A. . . . while listening, differentiate and understand the patterns of speech between his own language and the target language.
B. . . . while speaking, accurately reproduce and compose meaningful utterances based on patterns of speech.
C. . . . while reading, recognize learned speech patterns.
D. . . . write in a grammatically and syntactically accurate fashion expressing his own originality.

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

A. . . . understand the influence of a foreign culture through the literature of a target language.
B. . . . understand the influence of a foreign culture through the history of a target culture.
C. . . . understand the influence of a foreign culture through the geography of a target culture.

III. The student will identify and will nurture his aesthetic sense.

The student will be able to . . .

. . . recognize and appreciate the musical, painting, architectural and culinary endeavors of a target culture.

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

The student will be able to . . .

. . . contrast the different life-styles of cultures other than his own.

At levels of increasing difficulty the student will demonstrate a knowledge of French, Spanish and/or Latin by . . .

Level One

. . . listening, speaking, reading, writing
. . . basic pronunciation, intonation
. . . basic vocabulary, 1500 words
. . . question formation

. . . basic regular and irregular verb conjugation
. . . gender of adjectives and nouns
. . . negatives
. . . possession
. . . contraction
. . . pronouns
. . . imperatives
. . . present tense
. . . countries and nationalities
. . . numbers
. . . weather
. . . greetings

Level Two

. . . expanded basic vocabulary
. . . past indefinite
. . . reflexives
. . . expansion of irregular verbs
. . . pronouns y & en (French)
. . . demonstratives
. . . more adjectives

Level Three

. . . imperfect
. . . pluperfect
. . . future tense
. . . present and past subjunctives
. . . adverbs
. . . relative pronouns
. . . reading short stories in the basic text

Level Four

. . . more vocabulary
. . . reading magazine articles
. . . reading newspapers
. . . independent study
. . . grammar review

‡‡‡‡‡‡‡‡‡‡‡‡‡‡‡

SOCIAL STUDIES

I. The student will communicate effectively.

The student will be able to . . .

Elementary

A. . . . make a list of questions to find information.
B. . . . utilize information to make short simple reports orally, in pictures, or in writing.

Junior High School

C. . . . demonstrate skills in social studies research by choosing a topic, using

appropriate sources of information, organizing the information and writing or presenting a report.

High School

D. . . . present and support a hypothesis regarding an area of social studies.

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

Elementary

A. . . . show an understanding of the aspects of trade and the use of money.

Junior High School

B. . . . discuss the changes that technology has made in human society.

C. . . . recognize the development of America's political, social and economic institutions.

High School

. . . utilize historical perspective in relation to current issues.

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

The student will be able to . . .

Elementary

A. . . . show understanding of various types of communities.

B. . . . discuss the interdependence of people in communities.

C. . . . locate places, climatic regions, and physical features on maps and globes.

D. . . . demonstrate an understanding of the basic geographical, historical and cultural features of North and South America.

Junior High School

E. . . . form generalizations on the changing attitudes within the United States.

F. . . . indicate the relationship between problems and the legislative process.

G. . . . utilize geographical factors to explain the growth of the United States.

H. . . . recognize both the rights and responsibilities of democratic living.

High School

I. . . . identify and participate in the democratic process of decision making.

J. . . . apply problem solving and critical thinking skills to social issues.

K. . . . have an understanding of the basic concepts and procedures of the various branches of social studies (history, anthropology, economics, geography, political science, sociology, and psychology).

V. The student will be both a responsible individual and a constructive member of society.

The student will be able to . . .

Elementary

A. . . . and be willing to show respect for those who are different in terms of occupation, appearance, race, creed, or national origin.

B. . . . and be willing to work toward the basic democratic concepts.

C. . . . work with others

D. . . . show understanding of the complexities of the world of work.

High School

E. . . . recognize the relationship between individual and group needs.
F. . . . be supportive of the basic concepts of democracy.
G. . . . discriminate between the range of career opportunities open to him.

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

High School

. . . use a systematic approach in clarifying his own values.

‡‡‡‡‡‡‡‡‡‡‡‡‡‡

HEALTH

I. The student will communicate effectively.

The student will be able to . . .

Elementary

A. . . . discuss the importance of good health habits.
B. . . . relate cause and effect in direct and indirect relationships to his health problems.

Junior – Senior High School

C. . . . debate current health problems.
D. . . . make value judgements about his personal health habits.

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

Elementary

A. . . . discuss and use community health resources.
B. . . . discuss and understand the role community health resources play in promoting and protecting the health and safety of his community.

Junior – Senior High School

C. . . . discriminate between his local, state, federal, and world health agencies.
D. . . . summarize the major developments in health during the course of history.

III. The student will identify and will nurture his aesthetic sense.

The student will be able to . . .

Elementary

A. . . . appreciate individual differences among people.

Junior – Senior High School

B. . . . value physical and emotional health in himself and others.
C. . . . appreciate extraordinary physical and emotional achievements.

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

The student will be able to . . .

Elementary

A. . . . demonstrate his knowledge about health services.

B. . . . understand the need of proper nutrition.
C. . . . understand the necessity for rest and sleep.
D. . . . understand the necessity of exercise.

Junior – Senior High School

E. . . . conduct investigations about health.
F. . . . understand common health practices.

V. The student will be both a responsible individual and a constructive member of society.

The student will be able to . . .

Elementary

A. . . . demonstrate that some health problems can be prevented.
B. . . . demonstrate good safety measures for the prevention of accidents.
C. . . . show respect for wholesome attitudes for good family relationships.

Junior – Senior High School

D. . . . investigate prevention of health problems.
E. . . . analyze accidents.
F. . . . evaluate his family relationships.

VI. The student will develop a positive self-image.

The student will be able to . . .

Elementary

A. . . . demonstrate basic information about the human body.
B. . . . show respect for positive attitudes.
C. . . . demonstrate mental strength and endurance.
D. . . . demonstrate physical strength and endurance.
E. . . . feel the need for self-understanding.

Junior – Senior High School

F. . . . discuss and use increased information about his body.
G. . . . demonstrate positive attitudes.
H. . . . demonstrate a valuing of mental strength and endurance.
I. . . . demonstrate a valuing of physical strength and endurance.
J. . . . conceptualize self-analysis.

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

Junior – Senior High School

A. . . . consistently demonstrate proper body care.
B. . . . consistently demonstrate proper nutrition.
C. . . . pattern his life allowing for sufficient rest and sleep.
D. . . . pattern his activities to allow for proper exercise.

MATHEMATICS

Most of the second level objectives will be introduced at the elementary level and further developed and expanded in a sequential manner at the junior and senior high schools.

Definitions for terms used by the Mathematics Committee are:

Conception – (concrete and abstract concepts)
Computation – (basic computational skills and basic operations)
Application – (knowing how and when to apply computational skills and concepts in the solution of mathematical problems)
Expansion – (recognizing the value of mathematics in the solution of a wider variety of problems)
Generation – (generating mathematical concepts and learning to think in mathematical terms, i.e., logical thinking)

I. The student will communicate effectively.

The student will be able to use . . .

Conception

A. . . . cardinal and ordinal numerals.
B. . . . place value and its application.
C. . . . mathematical signs.
D. . . . mathematical symbols.
E. . . . the operations of addition, substraction, division, and multiplication.
F. . . . the basic principles of mathematics (commutative, distributive, associative).
G. . . . the concept of ratios.

Computation

H. . . . set operations.
I. . . . positive numbers while performing set skills and operations.
J. . . . rational numbers and decimals while performing set skills and operations.
K. . . . negative numbers while performing set skills and operations.
L. . . . set skills and operations to solve metric geometry problems.
M. . . . set skills and operations to solve problems written in metric system.

Application

N. . . . and apply the writing of numerical sentences from words.

Expansion

O. . . . and sketch scale drawings.*

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to use . . .

Conception

A. . . . Roman numerals.
B. . . . the metric system.

III. The student will identify and will nurture his aesthetic sense.

Conception

A. . . . ordered or number pairs.
B. . . . the key aspects of non-metric geometry.
C. . . . graph interpretation procedures.*

***Introduced first at the Junior High School Level.**

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

Conception

A. . . . a number line.
B. . . . factors and multiples of a given number.
C. . . . the concept of the average.
D. . . . the process of estimation in solving problems.

Application

E. . . . ratio concepts.
F. . . . percentage concepts.
G. . . . area, and volume formulas.
H. . . . non-geometric formulas.
I. . . . metric geometry concepts.*

Expansion

J. . . . use sets in the solution of problems.
K. . . . solve a variety of situations presented in a word problem format.
L. . . . use space geometry concepts in the solution of problems.*

Generation

M. . . . use logical thinking and reasoning when operating within the category of space geometry.*

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

Generation

. . . use logical thinking and reasoning to solve problems.

‡‡‡‡‡‡‡‡‡‡‡‡‡‡

SCIENCE

I. The student will communicate effectively.

The student will be able to . . .

Elementary

A. . . . record observations.

Junior High School

B. . . . write cogent reports describing experimentation and observation.

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

Elementary

A. . . . name various types of natural resources available to Man and their basic uses.
B. . . . appreciate the value of teamwork, the rational thought process, the scientific method and perservance as illustrated through the life stories of famous scientists.

***Introduced first at the Junior High School Level.**

Junior High School

C. . . . differentiate between science and technology.

III. The student will identify and will nurture his aesthetic sense.

The student will be able to . . .

Elementary

A. . . . recognize the beauty inherent in the natural order of the universe.

B. . . . appreciate the joy present in discovery.

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

The student will be able to . . .

Elementary

A. . . . differentiate between living and non-living things.

B. . . . utilize the microscope effectively in the observation of characteristics of living and non-living objects.

C. . . . distinguish between plants and animals.

D. . . . recognize the factors working within and without the atmosphere which affect changes in local weather conditions and regional climates.

E. . . . name the nine planets in our solar system and their order with respect to the sun.

F. . . . use the metric system for measurement observation and evaluation of data.

G. . . . make distinctions among plants and animals at the highest taxonomic levels.

H. . . . use sense projectors to observe appropriate phenomena.

I. . . . describe the uses and effects of electricity.

J. . . . observe, measure, and record changes in his immediate environment.

K. . . . describe fire as a chemical reaction.

L. . . . recognize the cellular structure of living things and name the major cell parts.

Junior High School

M. . . . differentiate between atoms and molecules, mixtures and compounds.

N. . . . recognize the differences and similarities among the terrestrial life zones.

O. . . . distinguish between producers and consumers in the biosphere behaviorally through experimentation and verbally through observation.

P. . . . state the differences and similarities between respiration and photosynthesis.

Q. . . . demonstrate familiarity with the major processes acting within and on the surfaces of the earth and the physical, chemical, and biological effects of these processes.

R. . . . explain the rationale behind the classification of physical and biological objects.

S. . . . utilize topographic and geologic maps in the interpretation of geomorphological and structural characteristics of the earth.

T. . . . describe the interaction and general characteristics of the major constituents of the known universe.

U. . . . demonstrate the types of energy and the characteristics of each through experimentation and observation.

V. . . . describe the food chain.
W. . . . describe the physical processes working to achieve order in the universe.
X. . . . recognize and describe the processes of temporal and evolutionary adaptation to changing environments by biological organisms.
Y. . . . state the function of the major internal and external organs of macro-organisms.
Z. . . . describe the differences among the various types of energy.
A.A. . . . describe the macrostructure of Earth.
B.B. . . . tell the difference between constructive agents contributing to the evolution of the earth's surface.
C.C. . . . name various types of natural resources available to Man and their basic uses.
D.D. . . . distinguish among commensalism, parasitism, and mutualism.
E.E. . . . make generalizations based upon specific laws or concepts.
F.F. . . . deviate experiments for proof or support of theory.
G.G. . . . describe the difference between laws and theories in science.

High School

H.H. . . . show an understanding of the relationships among reproduction, genetics, and heredity.
I.I. . . . describe the process of biological evolution.
J.J. . . . describe the properties of lenses and optical systems.
K.K. . . . describe the differences among: atoms, isotopes and ions.
L.L. . . . list and describe forces present in the development of chemical compounds and mixtures.
M.M. . . . demonstrate the properties of gasses.
N.N. . . . apply fundamentals of chemistry and physics to an understanding of biological processes.
O.O. . . . demonstrate the laws of conservation of mass and energy.

V. The student will be both a responsible individual and a constructive member of society.

The student will be able to . . .

Elementary

A. . . . relate some of the affects of Man on his own and other organism's environments.

High School

B. . . . state his personal position on the relationship of science to society.

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

High School

. . . explain, justify, predict and make critical judgements based upon understandings of scientific concepts or processes.

ART

I. The student will communicate effectively.

The student will be able to . . .

All Levels

A. . . . demonstrate proficiency in individual art skills.

B. . . . recognize and use a vocabulary peculiar to precise dialogue in the arts.

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

All Levels

. . . show that he is cognizant of his community and its heritage.

III. The student will identify and will nurture his aesthetic sense.

The student will be able to . . .

All Levels

. . . show imaginative interpretation and expression based upon observation and experience.

VI. The student will develop a positive self-image.

The student will be able to . . .

All Levels

A. . . . interpret his personal experiences more knowingly and sensitively as he grows in visual perception.

B. . . . show a sense of pride in craftsmanship based upon an awareness of the skills needed to achieve it.

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

All Levels

. . . live enriched lives following exposure to the numerous media at their disposal.

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MUSIC

I. The student will communicate effectively.

The student will be able to . . .

Elementary

A. . . . recognize and use musical symbols.

B. . . . distinguish tones and rhythm by using musical instruments and his voice.

C. . . . demonstrate and/or verbalize the fundamentals of playing a musical instrument.

Junior High School

D. . . . respond to rhythm at sight.

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

Elementary

A. . . . analyze different periods of music from past to present through directed listening.

High School

B. . . . demonstrate a working knowledge of the components of the structure of music.

III. The student will identify and will nurture his aesthetic sense.

The student will be able to . . .

Elementary

A. . . . respond musically to rhythm through body movement.
B. . . . recognize form in music.
C. . . . demonstrate a repertoire of songs.
D. . . . react positively to a listening experience.
E. . . . sing in two-part harmony.
F. . . . execute polyrhythms.

Junior High School

G. . . . play a musical instrument. (optional)
H. . . . listen and respond to music.

High School

I. . . . correlate music with the arts.

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

The student will be able to . . .

Elementary

A. . . . match tones.
B. . . . recognize the various musical instruments.
C. . . . relate music to social implications.

Junior High School

D. . . . correlate music to other curricula.

High School

E. . . . understand how music effects his life.

V. The student will be both a responsible individual and a constructive member of society.

The student will be able to . . .

Elementary

A. . . . participate in a performing organization.

High School

B. . . . participate in an advanced musical organization.

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

Junior High School

. . . creatively put the theory of music into practice.

PHYSICAL EDUCATION

I. The student will communicate effectively.

The student will be able to:

All Levels

A. . . . understand and perform fundamental skills.
B. . . . appreciate the use of his body in communicating to others.

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

All Levels

. . . understand the history of and demonstrate the terminology of physical education activities.

III. The student will identify and will nurture his aesthetic sense.

The student will be able to . . .

All Levels

. . . demonstrate that he has developed his aesthetic sense within the realm of physical education – dance, rhythms, etc.

V. The student will be both a responsible individual and a constructive member of society.

The student will be able to . . .

All Levels

A. . . . understand and participate in individual and team sports.
B. . . . respect the rights and limitations of others.
C. . . . demonstrate a sense of responsibility to himself and for others.
D. . . . demonstrate a social sense when working with others.
E. . . . show an awareness of the social and emotional aspects of physical education.

VI. The student will develop a positive self-image.

The student will be able to . . .

All Levels

A. . . . achieve a personal concept of individual excellence and success.
B. . . . appreciate the value in having a healthy, fit body.

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

All Levels

. . . make good use of leisure time.

BUSINESS

All Business objectives are written for the senior high school level.

I. The student will communicate effectively.

The student will be able to . . .

A. . . . understand common business terms and forms. (Bookkeeping I)
B. . . . apply the criteria of an acceptable letter -- set up, styles, variations, parts, etc. (Shorthand - Transcription)
C. . . . read shorthand notes accurately and rapidly. (Shorthand)
D. . . . write shorthand notes legibly and fluently. (Shorthand)
E. . . . understand and use common legal words, terms, and phrases. (Business-Law)
F. . . . understand the language of computers. (Data processing)
G. . . . understand the baisc functions of unit record machines. (Data processing)
H. . . . understand the basic procedures for programming computers (Data processing)
I. . . . understand the terminology and concepts of Data processing (Data processing)
J. . . . demonstrate an ability to read and understand business publications. (Bookkeeping II)
K. . . . demonstrate touch typewriting skill for personal and/or occupational purposes. (Typewriting I)
L. . . . demonstrate a mastery of the keyboard by touch. (Typewriting I)
M. . . . demonstrate the ability to type accurately and speedily on both straight-copy material and on material of a "problem" nature. (Typewriting I)
N. . . . demonstrate ability to follow oral and written directions. (Typewriting I)
O. . . . demonstrate an ability to proofread accurately and rapidly. (Typewriting I)
P. . . . demonstrate a critical attidude toward spelling, punctuation, syllabication of words, sentences and paragraph structures. (Typewriting I)
Q. . . . demonstrate the integration of related information, such as letter forms, mechanics of placement, expression of numbers, etc. (Typewriting I)
R. . . . demonstrate the mechanics of written English. (Shorthand)
S. . . . demonstrate high level dictation-transcription skills on short takes and sustained skill on longer takes. (Shorthand-Transcription)
T. . . . demonstrate refined skills in placement of typewritten materials. (Shorthand-Transcription)
U. . . . demonstrate proficiency in spelling, punctuation and English grammar. (Shorthand-Transcription)
V. . . . demonstrate a well-rounded business vocabulary. (Shorthand-Transcription)
W. . . . demonstrate the ability to produce at a satisfactory rate of transcription, mailable copy for vocational use. (Shorthand-Transcription)
X. . . . demonstrate refined skills in proofreading. (Shorthand-Transcription)
Y. . . . demonstrate a shorthand vocabulary. (Shorthand)
Z. . . . demonstrate a vocabulary of common business terms. (Shorthand)
A.A. . . . demonstrate a mastery of shorthand symbols for high-frequency words and phrases. (Shorthand)

B.B. . . . demonstrate knowledge and skill in the operation of available office machines. (Secretarial office practice)

C.C. . . . demonstrate business techniques: assembly of materials, preparation of mail, use of the telephone, record keeping, receptionist, composition of letters, etc. (Secretarial office practice)

D.D. . . . demonstrate methods for collecting and organizing information. (Data Processing)

E.E. . . . demonstrate mastery of the keyboard and functional parts of the machine. (Personal Typing)

F.F. . . . demonstrate an understanding of specialized systems of maintaining and interpreting bookkeeping and accounting records. (Bookkeeping II)

G.G. . . . demonstrate an understanding of systematic flow of financial data in a business office, and how electronic equipment facilitates the processing of financial data for storage and retrieval purposes. (Bookkeeping II)

H.H. . . . type with speed and accuracy of stroking on both straight copy and problem - type material. (Personal Typing)

I.I. . . . use the typewriter for his personal communication tasks. (Personal Typing)

J.J. . . . use the correct typewriting techniques of stroking, posture, and manipulation of the machine. (Personal Typing)

K.K. . . . take dictation at progressively faster rates on familiar and unfamiliar material. (Shorthand)

L.L. . . . transcribe dictated material accurately and easily. (Shorthand)

M.M. . . . transcribe from shorthand notes into mailable copy. (Shorthand-Transcription)

N.N. . . . operate competently both manual and electric typewriters. (Typewriting I)

O.O. . . . type letters, tabulated material, envelopes, cards, telegrams, business forms, and reports attractively arranged in conventional formats. (Typewriting II)

P.P. . . . type manuscripts from edited handwritten copy, providing headings, footnotes, title pages, tables of contents, and bibliographies from the content of the manuscript without direction from the author. (Typewriting II)

Q.Q. . . . prepare typed material for reproduction by the commonly used media. (Typewriting II)

R.R. . . . take dictation and compose at the typewriter. (Typewriting II)

S.S. . . . display a knowledge of reference books, their use and application to the business world. (Secretarial office practice)

T.T. . . . display a knowledge of commonly used filing systems. (Office practice)

U.U. . . . handle business correspondence as required in the modern business office. (Secretarial office practice)

V.V. . . . display a vocabulary of business and economic terms. (General business)

W.W. . . . state the principles of various business forms and the application of those principles to practical problems. (Office machines)

X.X. . . . understand the importance of first-time accuracy, particularly when preparing material for input to electronically operated machines. (Office machines)

Y.Y. . . . display knowledge and skills in human relations. (Office machines)

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

A. . . . understand automation as it is applied in the accounting field. (Bookkeeping I)

B. . . . understand what economics is, why it should be studied, and how it is applied. (Economics)

C. . . . understand and apply the complete theory of Shorthand. (Shorthand)

D. . . . show an appreciation for the importance of shorthand as a communication tool in the business office. (Shorthand)

E. . . . show a knowledge of the origin and development of law. (Business Law)

F. . . . show an appreciation of the law as an outgrowth of change in the social and economic order. (Business Law)

G. . . . appreciate the social impact of automation. (Data Processing)

H. . . . show an awareness of the relationship between economics and other disciplines such as sociology, psychology, anthropology, politics, etc. (Economics)

I. . . . appreciate the value of accounting in occupational preparation. (Bookkeeping I)

J. . . . appreciate the basic activities and functions of business – goods, services, banking, savings, credit, economics and economic growth, communications, earning power, insurance, investments, marketing, distribution, public services, purchasing, real estate, transportation, and taxation. (General Business)

K. . . . know and appreciate the rights and responsibilities of the worker, the investor, the manager, and the government in our economic system. (General Business)

L. . . . appreciate the effect of technology on jobs and on the relationship between education and employment opportunities. (General business)

M. . . . appreciate the value of the typewriter as a tool for social and personal communication. (Personal typing)

N. . . . demonstrate a knowledge of the great men in economics, past and present, and their contributions to economic thought. (Economics)

O. . . . discuss the major economic systems making evaluations and comparisons. (Economics)

III. The student will identify and will nurture his aesthetic sense.

The student will be able to . . .

. . . detect typographical errors before removing copy from the typewriter and make inconspicuous corrections. (Typewriting II)

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

The student will be able to . . .

A. . . . understand the various components of Data Processing. (Data processing)

B. . . . discuss career opportunities, and necessary qualifications. (Data processing)

C. . . . state the principles of business law. (Business Law)

D. . . . show respect for opposing opinions. (Business Law)

E. . . . display discipline in solving problems by using the vocabulary and the frame of reference of the economist as opposed to that of the layman. (Economics)

F. . . . integrate the related information necessary to apply typing skills. (Personal Typing)

G. . . . transfer typing skills to other activities. (Personal Typing)

H. . . . demonstrate those personal traits which are desirable for successful occupational adjustment and living. (Bookkeeping I)

I. . . . demonstrate correct operating techniques (stroking, posture and use of parts) and a knowledge of the working parts of the typewriter. (Typewriting I)

J. . . . demonstrate the ability to operate business machines currently used in large and small offices. (Bookkeeping III)

K. . . . demonstrate an understanding of records and different types of reports such as partnerships and corporations. (Bookkeeping II)

L. . . . demonstrate an understanding of analysis and interpretation of financial reports. (Bookkeeping II)

M. . . . demonstrate an understanding of advanced procedures for handling sales and purchases. (Bookkeeping II)

V. The student will be both a responsible individual and a constructive member of society.

The student will be able to . . .

A. . . . understand the automated methods of processing data from information sources. (Data Processing)

B. . . . understand the function that office machines perform. (Office Machines)

C. . . . understand, appreciate, and perform those business activities which affect everyone regardless of economic status. (General Business)

D. . . . show an understanding of the nature, functions, and purpose of business, of contractual responsibilities, and of the importance of business activities in our personal, social, civic and national welfare, and the effect they have on the citizen and the community. (General Business)

E. . . . display economic competence as a consumer and producer. (General Business)

F. . . . appreciate the present-day needs for workers, and appreciate the necessity of making plans for a career in which each individual can make his greatest contribution to personal, social, civic, and economic well being. (General Business)

G. . . . demonstrate a knowledge of his rights and obligations in everyday business transactions. (Business Law)

H. . . . demonstrate the habit of deliberation and suspended judgement. (Business Law)

I. . . . show respect for law and constituted society. (Business Law)

J. . . . demonstrate the skills and understanding necessary for occupational employment. (Bookkeeping III)

K. . . . operate automated equipment. (Data Processing)

L. . . . perform efficiently and successfully the duties commonly encountered in initial office positions. (Secretarial office practice)

M. . . . display desirable work habits such as promptness, courtesy, industry,

initiative and neatness. (Secretarial office practice)

N. . . . organize and plan work effectively in terms of priorities assigned to each task. (Secretarial office practice)

O. . . . demonstrate proper work habits, attitudes, and personal traits necessary for the business office. (Shorthand-Transcription)

P. . . . show he is informed on employment standards and job opportunities. (Shorthand-Transcription)

Q. . . . show an appreciation for the work performed by secretarial and stenographic employees. (Shorthand)

R. . . . demonstrate an appreciation of the value of equipment and the importance of proper care and maintenance of same. (Typewriting I)

S. . . . meet minimum speed and accuracy standards for employment in the local area. (Typewriting I)

T. . . . work harmoniously and productively in a business environment. (Typewriting II)

U. . . . demonstrate a high level of performance of business application with a minimum of direction and supervision. (Typewriting II)

V. . . . show proper attitudes and work habits in office practice and procedures. (Typewriting I)

W. . . . display vocational skills in operating machines. (Office Machines)

X. . . . use basic data processing equipment and understand the principles of data processing. (Office Machines)

Y. . . . work accurately and smoothly as a member of an office team. (Office Machines)

Z. . . . compose creatively at the typewriter. (Personal Typing)

VI. The student will develop a positive self-image.

The student will be able to . . .

A. . . . show a knowledge and application of business-like behavior, dress, grooming, and health practices. (Secretarial office practice)

B. . . . demonstrate desirable work habits, attitudes, character traits and behavior patterns. (Typewriting I)

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

A. . . . display a sense of pride in job performance, loyalty to the employer and a cooperative attitude toward one's fellow worker. (Secretarial office practice)

B. . . . relate his knowledge of economic theory to the problems of everyday life as a consumer, voting citizen, and worker. (Economics)

C. . . . live according to personal, legal, moral, and ethical codes. (Business Law)

VOCATIONAL EDUCATION

I. The student will communicate effectively.

The student will be able to . . .

Elementary

A. . . . follow simple oral directions (later printed instructions).

Junior High School

B. . . . recognize manufacturer's labels giving information as to the care and use of products.

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

Elementary

A. . . . demonstrate awareness and respect for the various occupations within the community.

High School

B. . . . demonstrates knowledge of consumer protection laws.

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

The student will be able to . . .

Elementary

A. . . . recognize the principle of design.
B. . . . understand the principles of good nutrition.

Junior High School

C. . . . recognize a quality product.
D. . . . operate basic equipment and tools
E. . . . understand the process of distributing goods.
F. . . . translate abstract concepts into physical realities.
G. . . . understand and apply the processes of decision making.

Senior High School

H. . . . understand the principles of finance (budgeting, money, real estate, principles and terms, banking investment, insurance and credit).
I. . . . recognize the quality of construction in textiles.
J. . . . purchase, use, and care for consumer products.
K. . . . demonstrate the principles of merchandising display.

V. The student will be both a responsible individual and a constructive member of society.

The student will be able to . . .

Elementary

A. . . . apply principles of human growth.
B. . . . recognize the various behavioral patterns of the individual.
C. . . . apply basic health principles.
D. . . . develop positive work habits.
E. . . . adapt to changing situations.
F. . . . recognize that work satisfies individual needs.
G. . . . use natural and manmade resources wisely (time-energy-materials).

H. . . . work effectively and constructively in a group situation.

Junior High School

I. . . . demonstrate his rights and responsibilities as a citizen.

VI. The student will develop a positive self-image.

The student will be able to . . .

Elementary

. . . recognize himself as a worthy and important part of the group.

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

Junior High School

. . . apply his academic learning to his practical living.

SECTION TWO
FIRST LEVEL OBJECTIVES

These First Level Objectives for the Hanover School System provide an orientation and philosophical guide to the emphases of the student's thirteen year educational program. They represent optimum goals for each student according to his ability.

I. *The student will communicate effectively.*
II. *The student will appreciate the endeavors and achievements of mankind in its continuing development.*
III. *The student will identify and will nurture his aesthetic sense.*
IV. *The student will have a sense of inquiry about and a better understanding of his environment and of the universe.*
V. *The student will be both a responsible individual and a constructive member of society.*
VI. *The student will develop a positive self-image.*
VII. *The student will have an education which will provide him avenues toward self-actualization.*

SECOND LEVEL OBJECTIVES

These Second Level Objectives are grouped under the appropriate First Level Objective and are roughly arranged from the simple to the complex. Second Level Objectives represent statements of roads to travel towards attainment of appropriate First Level Objectives. Those curriculum writers who seek an interdisciplinary approach should find this section particularly helpful.

I. *The student will communicate effectively.*

The student will be able to . . .

. . . write cursive with ease, evenness, speed, accuracy, neatness, and legibility.*
. . . demonstrate proficiency in spelling, punctuation and English grammar.
. . . listen attentively to messages and report them back correctly.*
. . . demonstrate the mechanics of written English.
. . . demonstrate the primary library skills.
. . . recognize different genres.
. . . recognize and use a vocabulary peculiar to precise dialogue in the arts.
. . . understand common musical terminology (staff, treble, measure, allegro, etc.)*
. . . demonstrate a simple understanding of music theory (key, chords, scales, rests, time values, etc.)*
. . . display a vocabulary of business and economic terms.
. . . demonstrate a shorthand vocabulary.
. . . display a knowledge of commonly used filing systems.
. . . understand the terminology and concepts of Data Processing.
. . . understand the basic procedures for programming computers.
. . . understand the language of computers.
. . . recognize manufacturer's labels giving information as to the care and use of products.

*CES

. . . use cardinal and ordinal numerals.
. . . use place value and its application.
. . . use mathematical signs.
. . . use mathematical symbols.
. . . use the operations of addition, subtraction, division, and multiplication.
. . . use the basic principles of mathematics (commutative, distributive, associative).
. . . use the concept of ratios.
. . . use set operations.
. . . use positive numbers while performing set skills and operations.
. . . use rational numbers and decimals while performing set skills and operations.
. . . use negative numbers while performing set skills and operations.
. . . use set skills and operations to solve metric geometry problems.
. . . use set skills and operations to solve problems written in metric system.
. . . follow simple oral directions (later printed instructions).
. . . use oral language as the primary mode of communication.
. . . while speaking accurately reproduce and compose meaningful utterances based on patterns of speech.
. . . elaborate upon information.*
. . . receive and express intelligently ideas and feelings.
. . . demonstrate listening and viewing skills.
. . . demonstrate the work attack skills necessary for reading.
. . . read orally with expression.
. . . paraphrase passages and ideas*
. . . while reading, recognize learned speech patterns.
. . . recognize denotations, connotations, nuances. *
. . . derive meaning from the printed page.
. . . read according to the different disciplines.
. . . read at a reasonable rate for the material and purpose.*
. . . skim for specific information or for general impressions.*
. . . use the library to locate needed materials; use the Dewey Decimal system when locating books.*
. . . state and discuss his reactions to various works of art or craft.*
. . . use a variety of media
. . . discuss music aesthetically and critically.*
. . . recognize and use musical symbols.
. . . demonstrate and/or verbalize the fundamentals of playing a musical instrument.
. . . sketch scale drawings.
. . . skillfully use dictionaries, learning aids, and other reference materials written in a target foreign language.*
. . . understand and perform fundamental physical skills.
. . . discuss the importance of good health habits.
. . . display a knowledge of books of reference, their use and application to the business world.
. . . demonstrate refined skills in proofreading.

*CES

. . . read shorthand notes accurately and rapidly.
. . . understand and use common legal words, terms, and phrases.
. . . transcribe from shorthand notes into mailable copy.
. . . transcribe dictated material accurately and easily.
. . . apply the criteria of an acceptable letter (set up, styles, variations, parts, etc.).
. . . demonstrate knowledge and skill in the operation of available office machines.
. . . use the typewriter for his personal communication tasks.
. . . use the correct typewriting techniques of stroking, posture, and munipulation of the machine.
. . . demonstrate mastery of the keyboard and functional parts of the machine.
. . . demonstrate an understanding of specialized systems of maintaining and interpreting bookkeeping and accounting records.
. . . apply word-study skills and spelling rules to spell new words.*
. . . take notes.*
. . . record observations.
. . . apply the writing of numerical sentences from words.
. . . make and understand tables and graphs.*
. . . solve problems with fractions.*
. . . solve problems with units of measurement.*
. . . solve problems with algebra.*
. . . solve problems with statistics.*
. . . solve problems with geometry.*
. . . solve problems with graphs.*
. . . use math to show his understanding of news.*
. . . while listening, differentiate and understand the patterns of speech between his own language and the target foreign languages.
. . . evaluate sources of information for accuracy and appropriateness.*
. . . investigate deeply the use of language – symbol, connotation, allusions etc.
. . . understand interrelationships among ideas.*
. . . understand the influence of a foreign culture through the history of a target culture.
. . . understand the influence of a foreign culture through the geography of a target culture.
. . . relate cause and effect, direct and indirect relationships to his health problems.
. . . understand the interrelationship between language skills and language arts.
. . . debate current health problems.
. . . distinguish tones and rhythm by using musical instruments and his voice.
. . . independently proofread his own work for spelling and grammatical errors.*
. . . understand the importance of first-time accuracy (particularly when preparing material for input to electronically operated machines).

*CES

. . . use many different sources rather than one to research a topic.*
. . . appreciate the use of his body in communicating to others.
. . . display knowledge and skills in human relations.
. . . make value judgements about his personal health habits.
. . . use the decimal system of notation including comparison with other bases and mixed bases.*
. . . use locational skills, ie; table of contents, index.
. . . write clearly, concisely, accurately, with organization and in logical sequence.*
. . . make a list of questions to find information.
. . . utilize information to make short simple reports orally, in pictures, or in writing.
. . . demonstrate the ability to produce at a satisfactory rate of transcription, mailable copy for vocational use.
. . . type letters, tabulated material, envelopes, cards, telegrams, business forms, and reports attractively arranged in conventional formats.
. . . type manuscripts from edited handwritten copy, providing headings, footnotes, title pages, tables of contents, and bibliographies from the content of the manuscript without direction from the author.
. . . prepare typed material for reproduction by the commonly used media.
. . . take dictation and compose at the typewriter.
. . . demonstrate an ability to read and understand business publications.
. . . respond to rhythm at sight.
. . . demonstrate proficiency in individual art skills.
. . . read discerningly.
. . . organize ideas in clear sentences and paragraphs.
. . . discover main ideas and the details that support them.
. . . organize ideas in research, critical and informative papers.
. . . demonstrate methods for collecting and organizing information.
. . . investigate the nuances of language.
. . . present and support a hypothesis regarding an area of social studies.
. . . distinguish among feelings, opinions, ideas, and factual information, supporting opinions with logic.*
. . . think logically: distinguish relevant from irrelevant information, recognize unstated assumptions, detect illogical thinking, inconsistencies, fallacies, discrepancies, distinguish fact from fantasy.*
. . . use good judgement: recognize and understand the author's point of view and bias; recognize author's objective; distinguish among fact, opinion, hypothesis and value judgment; recognize persuasive devices and techniques in advertising and elsewhere; make judgments on sufficient evidence; judge the accuracy of information on the basis of documentation, proof, specific references.*
. . . criticize and compare: compare points of view, plots, themes; compare a heard selection with other heard selections and/or with reality; develop consistent criteria for comparison; distinguish between subjective and objective criteria; and summarize information.*
. . . write in a grammatically and syntactically accurate fashion expressing his own originality.

*CES

. . . produce original ideas.*

. . . write cogent reports describing personal scientific experimentation and observation.

. . . demonstrate skills in social studies research by choosing a topic, using appropriate sources of information, organizing the information and writing or presenting a report.

*CES

II. The student will appreciate the endeavors and achievements of mankind in its continuing development.

The student will be able to . . .

. . . use Roman numerals.
. . . use the metric system.
. . . understand the etymology of his language.
. . . investigate the contribution of the many novelists, poets, and dramatists of other lands.
. . . demonstrate knowledge of consumer protection laws.
. . . demonstrate a working knowledge of the components of the structure of music.
. . . show a knowledge of the origin and development of law.
. . . discuss the changes that technology has made in human society.
. . . recognize the development of America's political, social and economic institutions.
. . . understand the influences of a foreign culture through the literature of his target language.
. . . practice the order of language through grammar.
. . . explore his American language heritage through poetry and prose.
. . . understand the history of and demonstrate the terminology of physical education activities.
. . . recognize the library as a center point for interdisciplinary programs.
. . . discuss and understand the role community health resources play in promoting and protecting the health and safety of his community.
. . . name various types of natural resources available to man and their basic uses.
. . . show an understanding of the aspects of trade and the use of money.
. . . appreciate the evolution of styles of writing.
. . . appreciate the value of the typewriter as a tool for social and personal communication.
. . . show an appreciation for the importance of shorthand as a communication tool in the business office.
. . . recognize other people's feelings, opinions, and ideas through reading and communication.
. . . show an awareness of the relationship between economics and the other social sciences such as sociology, psychology, anthropology, politics, etc.
. . . discriminate between his local, state, federal, and world health agencies.
. . . show awareness of the contribution of language to civilization.
. . . differentiate between science and technology.
. . . show a tolerance and acceptance of other cultures.*
. . . show appreciation for the value of sports and games.*
. . . show appreciation for the role of the musician in society.*
. . . discuss the lives and works of famous people in music.*
. . . demonstrate awareness and respect for the various occupations within the community.
. . . understand what economics is, why it should be studied, and how it is applied.

*CES

. . . discuss the major economic systems making evaluations and comparisons.
. . . know and appreciate the rights and responsibilities of the worker, the investor, the manager, and the government in our economic system.
. . . appreciate the basic activities and functions of business – goods, services, banking, savings, credit, economics and economic growth, communications, earning power, insurance, investments, marketing, distribution, public services, purchasing, real estate, transportation, and taxation.
. . . show an appreciation of the law as an outgrowth of change in the social and economic order.
. . . experience life vicariously through literature and other media.
. . . utilize historical perspective in relation to current issues.
. . . discuss and use community health resources.
. . . show cognizance of his community and his heritage.
. . . understand and apply the theory of shorthand.
. . . and willing to read widely in current periodicals.
. . . through performance – speech, drama, writing – show empathy with the peoples of the world, past and present.
. . . show enthusiasm for exploration, principally through reading and simple research.
. . . analyze different periods of music from past to present through directed listening.
. . . appreciate the social impact of automation.
. . . appreciate the effect of technology on jobs and on the relationship between education and employment opportunities.
. . . summarize the major developments in health practices during the course of history.
. . . discuss the development, structure, and functions of foreign governments.*
. . . demonstrate an awareness of aesthetic factors in dress, furnishings, architecture, city design, and art objects.*
. . . evaluate news events.
. . . appreciate the value of teamwork, the rational thought process, the scientific method and perserverance as illustrated through the life stories of famous scientists.

*CES

III. The student will identify and will nurture his aesthetic sense.

The student will be able to . . .

. . . recognize form in music.
. . . detect typographical errors before removing copy from the typewriter and make inconspicuous corrections.
. . . demonstrate a repertoire of songs.
. . . explore and use sophisticated figures of speech.
. . . play a musical instrument.
. . . listen and respond to music.
. . . respond to literary style.
. . . recognize the moods and emotions in expressive arts and crafts.*
. . . identify the characteristics of art he admires.*
. . . show imaginative interpretation and expression based upon observation and experience.
. . . execute polyrhythms.
. . . respond musically to rhythm through body movement.
. . . discriminate types of music and instruments enjoyed.*
. . . express himself in a variety of paragraphs – narrative, expository, descriptive, persuasive.
. . . explore and respond to the use of simple figurative language in prose and poetry.
. . . consider the anatomy of prose and poetry – rhyme scheme, cadence, diction.
. . . respond to and use vivid verbs and nouns in orderly arrangements – sentences, rhymes, etc.
. . . find physical activities relaxing and enjoyable.*
. . . demonstrate that he has developed his aesthetic sense within the realm of physical education (dance, rhythms, etc.).
. . . read for different purposes including pleasure.
. . . sing in two-part harmony.
. . . pursue musical activities in his leisure time.*
. . . use ordered or number pairs.
. . . use the key aspects of non-metric geometry.
. . . explore thematic material in all forms of literature.
. . . study, discuss and analyze the intent of writers.
. . . find inspiration for creativity through reading.
. . . use everyday materials in creative ways.*
. . . create in poetry.
. . . create in prose.
. . . correlate music with the arts.
. . . dramatize or pantomine musical selections.*
. . . foster and develop his aesthetic sense through experiences and activities based on his own special interests and needs.
. . . react positively to a listening experience.
. . . recognize the beauty inherent in the natural order of the universe.
. . . recognize and appreciate the musical, painting, architectural and culinary endeavors of a target culture.

*CES

. . . appreciate different forms of oral and written language.
. . . appreciate the joy present in discovery.
. . . appreciate individual differences.
. . . appreciate extraordinary physical and emotional achievements.
. . . enjoy reading.
. . . respond emotionally to moods and feelings in art.*
. . . value physical and emotional health in himself and others.
. . . demonstrate emotional as well as physical involvement in activities (team spirit).*
. . . feel and demonstrate aesthetic, emotional, and physical responses to music.*

*CES

IV. The student will have a sense of inquiry about and a better understanding of his environment and of the universe.

The student will be able to . . .

. . . recognize the various musical instruments.
. . . recognize the principle of design.
. . . understand the history, terminology, vocabulary, and concepts associated with athletics, games, and physical education.*
. . . understand the necessity of exercise.
. . . understand the necessity for rest and sleep.
. . . understand the need and principles of good nutrition.
. . . distinguish between plants and animals.
. . . recognize the cellular structure of living things and name the major cell parts.
. . . understand parts and functions of male and female reproductive systems.*
. . . understand sexual intercourse, conception, prenatal development, and birth.*
. . . understand common health practices.
. . . explain the rationale behind the classification of physical and biological objects.
. . . describe the macrostructure of the earth.
. . . describe the food chain concept.
. . . describe the physical processes working to achieve order in the universe.
. . . recognize and describe the processes of temporal and evolutionary adaptation to changing environments by biological organisms.
. . . state the function of the major internal and external organs of macroorganisms.
. . . describe the process of biological evolution.
. . . describe the properties of lenses and optical systems.
. . . recall facts, definitions, notations, and symbols necessary to solve a problem.*
. . . understand the structure and functions of government in the United States.*
. . . understand the rights and freedoms guaranteed by the United States Constitution and the Bill of Rights.*
. . . understand the social role of the family, the individual roles of family members, the family in society and how family needs are provided for.*
. . . understand the social role of the school, its role in society, the role of school personnel.*
. . . demonstrate discipline in solving problems by using the vocabulary and the frame of reference of the economist as opposed to that of the layman.
. . . demonstrate the principles of merchandising display.
. . . understand the principles of finance (budgeting, money, real estate, principles and terms, banking investment, insurance and credit).
. . . demonstrate correct operating techniques (stroking, posture and use of parts) and a knowledge of the working parts of the typewriter.

*CES

. . . demonstrate the ability to operate business machines currently used in large and small offices.
. . . understand the various components of Data Processing.
. . . use desk calculators, slide rules, and math tables.*
. . . demonstrate proper library research methods.
. . . translate from one type of "language" or symbolism to another.*
. . . recognize a quality product.
. . . use reference materials.
. . . orient himself with the environment.*
. . . observe, measure, and record changes in his immediate environment.
. . . use sense projector devices to observe appropriate phenomena.
. . . demonstrate the properties of gasses.
. . . utilize the microscope effectively in the observation of characteristics of living and non-living objects.
. . . describe the differences among: atoms, isotopes and ions; atoms and molecules; mixtures and compounds.
. . . describe fire as chemical reaction.
. . . demonstrate the laws of conservation of mass and energy.
. . . demonstrate familiarity with the major processes acting within and on the surfaces of the earth and the physical, chemical, and biological effects of these processes.
. . . distinguish among commensalism, parasitism, and mutualism.
. . . describe the interaction and general characteristics of the major constituents of the known universe.
. . . apply fundamentals of chemistry and physics to the understanding of biological processes.
. . . list and describe forces present in the development of chemical compounds and mixtures.
. . . use a number line.
. . . use factors and multiples of a given number.
. . . use the concept of the average.
. . . use the process of estimation in solving problems.
. . . use mathematical reasoning to make decisions on budgeting and purchasing.*
. . . use sets in the solution of problems.
. . . apply ratio concepts.
. . . apply percentage concepts.
. . . apply area, and volume formulas.
. . . apply non-geometric formulas.
. . . understand fractional equivalents.*
. . . apply metric geometry concepts.
. . . understand probability and chance principles.*
. . . use exponent operations.*
. . . use math to improve abilities in sports, games, and hobbies.*
. . . apply math to homemaking.*
. . . apply math to industry and construction.*
. . . apply math to travel.*

*CES

. . . operate basic shop equipment and tools
. . . discuss career opportunities, and necessary qualifications.
. . . recognize the quality of construction in textiles.
. . . transfer typing skills to other activities.
. . . state the principles of business law.
. . . use space geometry concepts in the solution of problems.
. . . match tones.
. . . correlate music to other curricula.
. . . discuss the interdependence of people in communities.
. . . locate places, climatic regions, and physical features on maps and globes.
. . . demonstrate an understanding of the basic geographical, historical and cultural features of North and South America.
. . . identify and participate in the democratic process of decision making.
. . . apply problem solving and critical thinking skills to social issues.
. . . have an understanding of the basic concepts and procedures of the various branches of social studies (history, anthropology, economics, geography, political science, sociology, and psychology).
. . . form generalizations on changing attitudes within the United States.
. . . indicate the relationship between problems and the legislative process.
. . . utilize the geographical factors in explaining the growth of the United States.
. . . recognize both the rights and responsibilities of democratic living.
. . . discuss the variations of climate in the community, state, nation and world, and differences in the climates of deserts, artic zones, tropical zones, temperate zones, mountain areas, etc.*
. . . demonstrate consciousness of color, form, arrangement, and design in the objects and structures around him.*
. . . appreciate the aesthetic aspects of his natural environment.*
. . . understand male – female relationships.*
. . . show respect for opposing opinions.
. . . appreciate that not only are we effected by our environment but also we in turn can affect that environment.
. . . realize the individual's power through written expression to affect change.
. . . realize how world literature has and can effect change.
. . . investigate through the many forms of literature the historical background that created a work.
. . . relate music to social implications.
. . . understand how music effects his life.
. . . recognize the factors working within and without the atmosphere which affect changes in local weather conditions.
. . . tell the difference between constructive agents contributing to the evolution of the earth's surface.
. . . demonstrate the types of energy and the characteristics of each through experimentation and observation.
. . . describe the differences among the various types of energy.
. . . describe the uses and effects of electricity.

*CES

. . . utilize topographic and geologic maps in the interpretation of geomorphological and structural characteristics of the earth.
. . . differentiate between living and non-living things.
. . . distinguish between producers and consumers in the biosphere behaviorally through experimentation and verbally through observation.
. . . make distinctions among plants and animals at the higher taxonomic levels.
. . . show an understanding of the relationships among reproduction, genetics, and heredity.
. . . state the differences and similarities between respiration and photosynthesis.
. . . recognize the differences and similarities among the terrestrial life zones.
. . . make generalization based upon specific laws or concepts.
. . . devise experiments for proof or support of theory.
. . . describe the difference between laws and theories in science.
. . . recognize that a problem may have more than one solution or may not have any solution.*
. . . identify the problem; recognize that a problem exists and define it.*
. . . make judgments about a classificatory scheme's adequacy.*
. . . see relationships and similarities among information.*
. . . use graph interpretation procedures.
. . . understand fractional relationships between numbers.*
. . . understand permutations and combinations.*
. . . contrast the life-styles of cultures other than his own.
. . . understand contemporary social, political, and economic problems and issues.*
. . . understand how the past influences present conditions; basic causative and sequential relationships between historical and current events.*
. . . foresee changes that are likely to occur in the future sense of time and chronology, historical sequence and perspective.*
. . . understand different types of governments, political systems and philosophies, monarchy, anarchy, dictatorship, socialism, democracy, capitalism, communism, etc.*
. . . understand society's influence on our way of thinking and way of life.*
. . . understand how the individual affects the progress, conditions, and forces operating in the world around him.*
. . . show awareness of how and why social groups develop and change.*
. . . demonstrate his knowledge of health services.
. . . purchase, use, and care for consumer products.
. . . demonstrate an understanding of advanced procedures for handling sales and purchases.
. . . switch from unproductive strategies.*
. . . interpret characters' actions, emotions, and attitudes, infer character traits and determine motives.*
. . . discover complex relationships.*
. . . solve complex problems.*
. . . use analytical-deductive style.*

*CES

. . . contemplate why a story, a novel, an essay, a history was written.
. . . solve a variety of situations presented in a word problem format.
. . . evaluate works of art or craft, including his own.*
. . . find more than one way to solve a problem and select the most efficient of these.*
. . . use the library as a support for individualized learning and independent study projects.
. . . go beyond the obvious consequences of his actions.*
. . . weigh and evaluate information.
. . . use the metric system for measurement observation and evaluation of data.
. . . demonstrate an informed awareness gained through current literature.
. . . think and act for himself.
. . . understand and apply the processes of rational decision making.
. . . demonstrate those personal traits which are desirable for successful occupational adjustment and living.

*CES

V. The student will be both a responsible individual and a constructive member of society.

The student will be able to . . .

. . . recognize the various behavioral patterns of the individual.
. . . understand different methods of processing data from information sources.
. . . demonstrate good safety measures for the prevention of accidents.*
. . . analyze accidents.
. . . state his personal position on the relationship of science to society.
. . . relate some of the affects of man on his own and other organism's environments.
. . . stick with a started task.*
. . . adapt to changing situations.
. . . use natural and manmade resources wisely (time-energy-materials).
. . . efficiently plan the use of his time.
. . . express his own ideas.
. . . demonstrate the habit of deliberation and suspended judgement.
. . . set his own goals and directions.
. . . recognize that work satisfies individual needs.
. . . recognize the relationship between individual and group needs.
. . . participate in group activities working toward common goals.
. . . participate in a performing organization.
. . . understand and participate in team sports.
. . . show an awareness of social and emotional aspects of physical education.
. . . work effectively and constructively in a group situation.
. . . demonstrate a sense of responsibility to himself and for others.
. . . demonstrate a social sense when working with others.
. . . evaluate his family relationships.*
. . . organize and plan work effectively in terms of priorities assigned to each task.
. . . discriminate between the range of career opportunities open to him.
. . . understand, appreciate, and perform those business activities which affect everyone regardless of economic status.
. . . demonstrate a knowledge of his rights and obligations in everyday business transactions.
. . . display economic competence as a consumer and producer.
. . . demonstrate the skills and understanding necessary for occupational employment.
. . . demonstrate a high level of performance of business application with a minimum of direction and supervision.
. . . appreciate the present-day needs for workers, and appreciate the necessity of making plans for a career in which each individual can make his greatest contribution to personal, social, civic, and economic well being.
. . . respect the rights and limitations of others.
. . . demonstrate rights and responsibilities as a citizen.
. . . be supportive of the basic concepts of democracy.
. . . and willing to work toward the basic democratic concepts.

*CES

. . . show respect for law and constituted society.*

. . . and willing to show respect for those who are different in terms of occupation, appearance, race, creed, or national origin.

*CES

VI. The student will develop a positive self-image.

The student will be able to . . .

. . . demonstrate mental strength and endurance.
. . . demonstrate physical strength and endurance.
. . . use math to improve ability in sports, games, and hobbies.*
. . . produce media materials for his own use.
. . . show a knowledge and application of business-like behavior, in dress, grooming, and health practices.
. . . through reading, writing, and listening identify himself as an important part of mankind.
. . . defend his positions and actions.*
. . . conceptualize self-analysis.
. . . set realistic goals for self.*
. . . analyze self performance and plan for improvement.*
. . . sustain his drive to attain realistic objectives.*
. . . set realistic challenges for himself.*
. . . seek and take responsibilities.*
. . . meet challenges with assurance.*
. . . feel personally safe and secure.*
. . . appreciate the value of having a healthy, fit body.
. . . demonstrate a valuing of mental and physical strength and endurance.
. . . accept and like his physical self.*
. . . feel personally worthy.*
. . . desire self-understanding.
. . . feel comfortable with his limitations yet view them realistically.
. . . show a sense of pride in craftsmanship based upon an awareness of the skills needed to achieve it.
. . . accept personal criticism.*
. . . interpret his personal experiences more knowingly and sensitively as he grows in visual perception.
. . . realize that one's attitude may have an effect upon others.
. . . recognize that one has changing roles within a group.
. . . demonstrate desirable work habits, attitudes, character traits and behavior patterns.
. . . achieve a personal concept of individual excellence and success.
. . . show respect for positive attitudes.
. . . demonstrate positive attitudes.
. . . recognize and build on his strengths and recognize and work to improve his weaknesses.
. . . realize that he must form his own goals based upon self-motivation.
. . . appreciate the value of accuracy and quality in his work.*
. . . express satisfaction and pride in creativity and self-expression.*
. . . demonstrate healthy attitudes toward the opposite sex.*
. . . volunteer individual responses without fear or restraint.*
. . . demonstrate wholesome attitudes toward victory and defeat.*
. . . modify attitudes and behavior as a result of insights or identification gained through reading and other experiences.*

*CES

VII. The student will have an education which will provide him avenues toward self-actualization.

The student will be able to . . .

. . . patronize the library as a source for fulfillment.
. . . consistently demonstrate proper body care.
. . . investigate through reading, creative writing, and observation, ideas that are worthwhile to him.
. . . realize that living is learning.
. . . appreciate the power of language and literature for pleasure and inspiration.*
. . . apply his academic learning to his practical living.
. . . relate his knowledge of economic theory to the problems of everyday life as a consumer, voting citizen, and worker.
. . . display a sense of pride in job performance, loyalty to the employer and a cooperative attitude toward one's fellow worker.
. . . use logical thinking and reasoning to solve his problems.
. . . demonstrate independence in the use of media.
. . . call upon a variety of experiences to achieve identification with a role in life.
. . . pursue varied scholarly interests as recreational activities.
. . . choose wholesome activities to fill leisure time and independently participate in a variety of activities.*
. . . see himself in historical perspective.
. . . follow a systematic approach in clarifying his personal value system.
. . . live according to a personal, legal, moral, and ethical code.

*CES